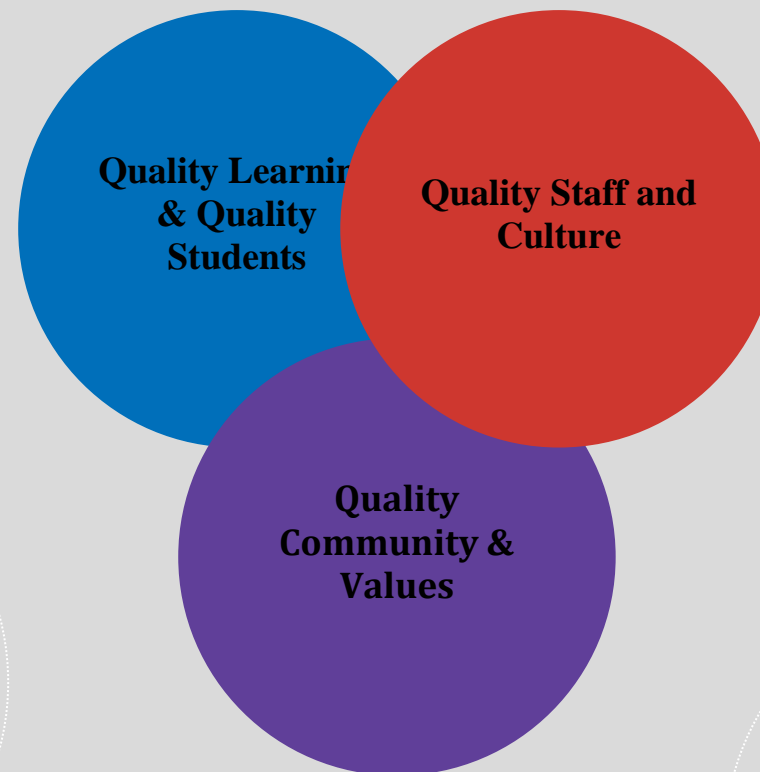


# School Plan 2016 – 2017

## Georges River College Penshurst Girls Campus 8857



*Creating our Future*



## School vision statement

We are a learning community committed to the development of resilient, independent and respectful girls who aim for excellence in all that they do. Our vision is to create a nurturing, collaborative and inclusive environment that prepares our girls to be responsible global citizens with the skills to succeed in the 21<sup>st</sup> Century.

## School context

Penshurst Girls Campus is part of the Georges River Collegiate group, and is a girls 7-10 middle school. The school is located 17 km south of the Sydney central business district and is part of the St George Network of schools. There are 652 students, 71% from backgrounds other than English. The school has a selective stream class in Year 7. Students graduate to the Oatley Senior Campus to complete Years 11 and 12. GRC Penshurst Girls Campus is a leading learning community focused on the educational needs of girls. School structures, curriculum and teaching and learning programs are designed to achieve the best possible outcomes for students. Students participate in challenging comprehensive programs with access to sporting, cultural and community activities. There are many opportunities for extra curricula activities and the school is well known for its longstanding success in student leadership, public speaking, music and drama. The school community values the creative and performing arts as well as sporting endeavours. The school emphasises student welfare programs and has an innovative pastoral care system. The school community values a safe and cooperative learning environment.

## School planning process

The consultation process for the Penshurst Girls Campus 2015-2017 School Plan began in August 2014 with the school executive. At this workshop 5 envisioning questions were asked and the executive team collaboratively integrated and refined their vision for our school. In August 2014 a whole staff forum was held and in September 2014 a Parent and Community Forum was held. Parents, school executive, teachers, students, feeder primary School Principals and the College Principal engaged in the same process as key stakeholders in our school's future. In November 2014 the ideas and vision that was already emerging were discussed in detail at a student forum. In December, at a number of planning days, the School Planning team (the executive) were able to articulate the new School vision and define our 3 strategic directions and their purposes. The entire staff then met as 3 strategic direction action teams and began to develop the improvement measures that we wish to see. The final product was endorsed by the staff, students and P & C. The School Plan is a dynamic document that will respond to and adapt to our school community's needs. In this regard it is a flexible document that aligns with system priorities and DEC policies and agendas. Ongoing evaluation and monitoring of our progress towards our goals is an integral part of our School Plan. At the beginning of 2016 our School Plan was updated to reflect our changing needs and plans.



## Quality Learning & Quality Students

**Purpose:**

To empower students with the skills and capacity that will equip them to be confident and independent life-long learners who are future focussed and responsible global citizens.

## Quality Staff and Culture

**Purpose:**

To further build a culture of dynamic professional staff who embed excellence throughout the school community by engaging in ongoing learning, reflection and a commitment to develop, share and implement best practice.

## Quality Community & Values

**Purpose:**

To build stronger and mutually beneficial relationships as an educational community by developing collaborative partnerships that enhances student learning outcomes. To create a culture of positive values that empowers all members of our school community to achieve success within an inclusive framework that values diversity, tolerance and active citizenship.

# Strategic Direction 1: Quality Learning & Quality Students

## Purpose

To empower students with the skills and capacity that will equip them to be confident and independent life-long learners who are future focussed and responsible global citizens.

## Improvement Measures

- ❖ 10% increase in performance at the top 2 bands of Year 9 NAPLAN reading in 2017
- ❖ 40% increase of teachers confident in utilizing learning technologies to maximise 21C learning opportunities for students

## People

**Students:** Students will be supported in developing their skills to be successful 21<sup>st</sup> century learners. Their literacy & numeracy skills will be their foundation for lifelong success.

**Staff:** Staff will engage in a collaborative professional learning journey to improve their teaching practice and when using technology to effectively engage students in their learning

**Parents/Carers:** Parents will work in partnership with the school to help build resilience in their daughters and help create a culture that values independent learning

**Community Partners:** our community partners will join us in the journey to build resilient, independent young women who value lifelong learning

**Leaders:** Our school leaders will drive these projects and ensure that all stakeholders are empowered to achieve success. Our leaders will identify and develop aspiring leaders and create capacity through delegation and trust

## Processes

### Projects:

- The school will develop and implement an explicit program to further improve student literacy & numeracy skills
- The school will implement an evidence based iPad Project. All teachers will integrate iPads into their teaching and learning programs

### Evaluation Plan

Baseline data to be collected for students and staff (and broken down by equity groups), including NAPLAN results. Improvement measure may change depending on base line data findings. Student, staff and parent surveys and satisfaction monitoring (TTFM)

## Products and Practices

- ❖ 10% increase in performance at the top 2 bands of Year 9 NAPLAN in reading in 2017
- ❖ 40% increase of teachers confident in utilizing learning technologies to maximise 21C learning experiences for students

### Product:

- All staff engage in explicit professional learning to improve student numeracy and literacy skills, particularly in reading

### Practice:

- Teachers and students will actively adopt strategies to move our students along the literacy and numeracy continuums

### Product:

- All staff use iPads in their teaching practice, particularly in Year 7, in line with the school's iPad agreement and using the evidence base provided.

### Practice:

- Students use technology in integrated and ethical ways that promote confidence and independent learning

## Strategic Direction 2: Quality Staff and Culture

### Purpose

To further build a culture of dynamic professional staff who embed excellence throughout the school community by engaging in ongoing learning, reflection and a commitment to develop, share and implement best practice.

### Teachers

- ❖ 25% increase of students using 21<sup>st</sup> Century learning styles & technologies to engage in and attain expected educational learning outcomes 7-10 (including equity groups)
- ❖ 40% increase in student, staff and parent confidence in newly created flexible classrooms(including equity groups)

### People

**Students:** Students will be key stakeholders in creating and realising our shared vision for flexible learning spaces.: Students will be supported in working independently and through taking risks as learners through inquiry based learning projects

**Staff:** Staff will experience professional development on innovative and engaging curriculum delivery and will reflect on their own teaching practice in new and positive ways

**Parents/Carers:** Parents will be key stakeholders in creating and realising our shared vision for flexible learning spaces

**Community Partners:** Our community partners will be key stakeholders in creating and realising our shared vision for flexible learning spaces

**Leaders:** Our school leaders will drive these projects and ensure that all stakeholders are empowered to achieve success. Our leaders will identify and develop aspiring leaders and create capacity through delegation and trust

### Processes

#### Projects:

- All faculties will explore flexible learning and innovative & engaging curriculum delivery through a Stage 4 project (eg. SOLE, Inquiry Based , Project Based or Challenge Based Learning)
- Future focussed Learning Spaces: investigation, design & creation

#### Evaluation Plan

Student, staff and parent surveys and satisfaction monitoring

### Products and Practices

- ❖ 25% increase of students using 21<sup>st</sup> C learning styles & technologies to engage in and attain expected educational learning outcomes 7-10
- ❖ 40% increase in student, staff and parent confidence in newly created flexible learning spaces

#### Product:

Teaching & Learning programs are embedded with 21<sup>st</sup> Century learning capabilities to provide future focussed and authentic learning experiences that meet the needs of every student

#### Practice:

Teachers deliver innovative curriculum (including technology) in real and meaningful ways

#### Product:

We will create engaging, relevant and dynamic learning space for students and teachers

**Practice:**Dynamic learning spaces that promote flexible and challenging curriculum delivery

## Strategic Direction 3: Quality Community & Values

### Purpose

To build stronger and mutually beneficial relationships as an educational community by developing collaborative partnerships that enhances student learning outcomes. To create a culture of positive values that empowers all members of our school community to achieve success within an inclusive framework that values diversity, tolerance and active citizenship.

### Improvement Measures

- ❖ 100% of Primary Links students experience greater confidence when transitioning to High School (including equity groups, particularly EAL/D)
- ❖ 100% of students and staff will demonstrate our core values of respect, responsibility and excellence

### People

**Students:** All students will use a common language and demonstrate through their actions our shared values of respect, responsibility and excellence. Primary Links students will build resilience in a supported High School environment.

**Staff:** Staff will develop relevant and meaningful teaching & learning programs for Year 6 students that are age and stage appropriate. They will be supported and developed in the full implementation of PBL.

**Parents/Carers:** Primary School parents will be guided through the expectations of students in the High School environment and will be supported throughout. Parents will be informed of the PBL framework and will be guided through it at parent meetings and through newsletters. There will be congruence between school and home.

**Community Partners:** Our community understands and contributes to our core values and this is promoted through school signage and distributed school information.

**Leaders:** School leaders lead the implementation of PBL with their staff and students. They model and demonstrate our core values in all their interactions.

### Processes

#### Projects:

- Structured Primary Links program will be implemented on a weekly basis, fully staffed and timetabled and managed by an overall coordinator.
- Positive Behaviour for Learning will be consistently implemented across our Campus and in line with College directions

#### Evaluation Plan

Primary Links: Exit surveys and longitudinal data analysis from surveys conducted with Primary Links students when they begin Year 7. Confidence will be measured by a set of agreed indicators

PBL: Base line data will be collected from all stakeholders and post testing will indicate progress

### Products and Practices

- ❖ 100% of Primary Links students experience greater confidence when transitioning to High School
- ❖ 100% of students and staff will demonstrate our core values of respect, responsibility and excellence

#### Product:

- The school establishes active partnerships and works collaboratively to ensure continuity of learning for students (moving the school towards the excelling domain in the School Excellence Framework element of Curriculum & Learning)

#### Practice:

- Our school community, through an innovative delivery mechanism, will be inclusive of the needs of our Primary Links students and have structured and supportive practices in place to improve their transition experience to High School

#### Product:

- Positive Behaviour for Learning will be fully implemented at every level of school life and will lead to improved school culture

#### Practice:

- Teachers and students will speak a common language about the positive values that the school collaboratively shares